DOCUMENT RESUME

ED 402 394 UD 031 417

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TITLE Through Students' Eyes. Combating Racism in United States Schools.
REPORT NO ISBN-0-275-95818-3
PUB DATE 96
NOTE 167p.; Foreword by Sonia Nieto.
AVAILABLE FROM Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, CT 06881 (paperback: ISBN-0-275-95818-3, $18.95; clothbound: ISBN-0-275-95478-1, $49.95); phone: (800) 225-5800; fax: (203) 222-1502; http://www.greenwood.com
PUB TYPE Books (010) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Art Education; *Educational Environment; *Equal Education; High Schools; *High School Students; Minority Groups; Multicultural Education; Pilot Projects; *Racial Bias; School Segregation; Social Studies; Student Attitudes; *Urban Schools

ABSTRACT

Racism has not been eradicated in U.S. schools, even though many educators do not view it as a major deterrent to the learning of minority students. Overt racism among students, racism demonstrated in the ignorance of teachers and administrators, and racism revealed in the internal struggles of students are common in today's schools. This book documents the racist experiences and antiracist solutions shared by a number of students through a variety of interviews, surveys, and studies. Much of the book focuses on the High School Project, a study from an inner-city high school in New England in a school district with 25,000 students. A race relations survey completed by 2,000 11th and 12th graders was a basis for this book. Information from the Middle School Arts Project, which focused on assessing an artistic fifth-grade social studies unit, and the Teacher Project, a study that has evolved from student ideas for solutions, add to the information base. Much of the book is centered around using the arts in multicultural education to address issues of racism in schools. The three parts of the analysis are titled: (1) "Shall We Sit By While Racism Hurts Our Children?"; (2) "Students Take a Social Action Approach against Racism in Schools"; and (3) "The Teacher Project--An Antiracist Pilot Study with Teachers." Four appendixes present instruments from the High School Project and the Middle School Arts project, the story of national antiracist efforts in education, and a report on the Teacher Project. (Contains 1 figure and 106 references.) (SLD)

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